

Image 1

Robert Rodgers Ecker

The Persistence of Imagery #8: Anthro-apologist for AJK,
2011

Acrylic on rag paper mounted on panel

Square painting

12 x 12 inches

Introductory Talking Points

- Small-scale, square painting
- Still-life painting showing a collection of objects
- Designed to cause the viewer to carefully observe and reflect on the objects significance
- Limited color palette—using black and white, along with tiny amounts of primary and secondary colors

I SEE / I THINK / I WONDER

A routine for exploring works of art and other interesting things.

Ask

- What do you see?
- What do you think about that?
- What does this make you wonder?

WHY

To help students make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry.

HOW

Ask the students to make an observation about the artwork and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask the students to think about what this makes them wonder about the artwork.

The routine works best when a student responds by using the three stems together at the same time., i.e. *I see?, I think?, I wonder?*





Image 2

Becky Guttin

From the series, *Tecomates, Acocotes, Guajes and Sirianes*, 2012

Installation: Acocote plants, Tecomate plants, Guaje plants, Sirian plants, aluminum, stainless steel, acrylic, marble, glass, yarn, wood, clay, chaquira, paper, plastic, nuts
Organic installation with metal and plants

Approx. 18 x 18 feet

Introductory Talking Points

- 3-D Installation
- Use of actual plant-life from around Mexico and are only slightly altered and attached to metal stands
- All plants that people in Mexico recognize or use in their everyday life
- Contrasts nature and manmade

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Image 3

Roy Jenuine

Swarm of Can Openers, 2011

Wood, metal, paper, paint, found objects

Wall relief

31 x 24 x 7 inches

Introductory Talking Points

- Wall relief: Sculpture elements raised from a flat surface
- Assemblage: Combination of manmade materials and wood carved to create a narrative about the natural world
- Artists look at everyday objects in new and imaginative ways

THINK / PUZZLE / EXPLORE

A routine that sets the stage for deeper inquiry.

Ask

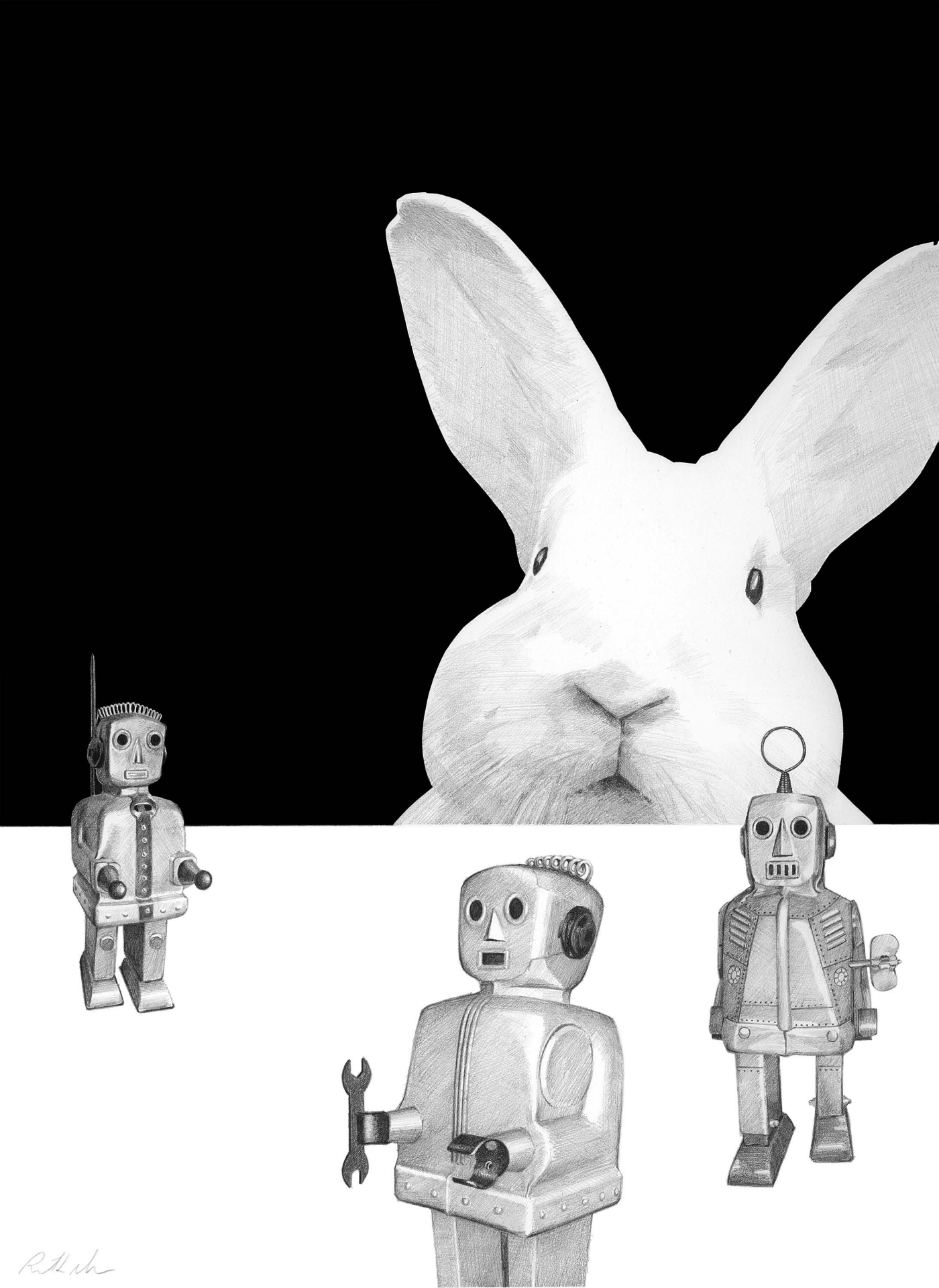
- What do you think you know about this artwork?
- What questions or puzzles do you have?
- What does the artwork make you want to explore?

WHY

To help students connect to prior knowledge, to stimulate curiosity and to lay the groundwork for independent inquiry.

HOW

There are three questions in this routine. Begin by giving the students a few quiet moments to consider the artwork at hand. Then, work as a whole class or in small groups and brainstorm ideas in all three areas. Make sure to give adequate time between each question for students to think up and articulate their ideas. In some cases, you may want to have students do the routine individually on paper or in their heads before sharing ideas as a class.



R.H. Ch



Image 4

Robert Nelson

A Good Rabbit—The Robots Will Fix That, 2008

Graphite and pastel on paper

16 x 22 inches

Introductory Talking Points

- Artist creates the appearance of a table edge with sharp contrast between a black background and white foreground
- Artwork created in black, white, and a range of grays
- Different shapes used for robots' mouths give each a unique personality or expression
- Angle of rabbit's ears and white highlight in rabbit's eyes create a lifelike appearance
- Geometric shapes of robots contrast with organic shapes of rabbit

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Image 5

Sasha Koozel Reibstein

Cycle, 2009

Free-standing ceramic sculpture

Ceramic

14 x 15.5 x 9 inches

Introductory Talking Points

- Combination of forms meant to remind the view of human anatomy and medicine
- Pill capsules might remind viewer of candy
- Stop and consider why pills might look like candy

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